

Abby White
Corrective Reading: Interview
9:00 a.m.
September 15th, 2008

Teacher Interview Paper

- ◆ Student: How many years have you been teaching?
- ◆ Teacher: 30
- ◆ Student's thoughts: You can really tell that he has been teaching this long. He has a way that he does things and it just seems like second nature. My second grade placement teacher has only been teaching for seven years, and you can tell that she knows what she is doing, but she is still not at complete ease about it.

- ◆ Student: What grades have you taught?
- ◆ Teacher: Three years in third grade, seven years in fourth grade, and 20 years in fifth grade.
- ◆ Student's thoughts: I did not really have many thoughts on this. You can tell that he has had more experience in the fifth grade level, but I have never seen him teach any other level.

- ◆ Student: (My fifth grade class does not switch for math, reading, or language arts. This means that there are many different reading levels in the classroom.) What do you think about having the different reading levels in one classroom instead of having the students go to different classrooms depending on their reading skills?
- ◆ Teacher: I think it is a little insane to ask a teacher to be able to teach to children that are all at different levels. This makes teachers spend more one on one time with the students that are struggling and leaves little time to the other students. This also makes the students that are great readers become very bored. There is no way to truly challenge them when you are spending so much time with the students who are not doing well. Tests have been run, which show that lower level students that need the most amount of help in this atmosphere, about one percent of them ever actually get up to a normal level of reading. This causes most teachers to teach to the higher end of the curriculum, so that the higher students learn more.
- ◆ Student's thoughts: This kind of made me mad as a person because I was that student that had trouble reading. If someone would not have taken extra time with me, who knows where I would be at today. Then there is the teacher in me who also understands where he is coming from. It is really hard to teach to such extreme different learning levels. This really made me feel that it was better to separate out the different learning levels so that everyone would be equal. This is the first year in a long time that they have done it this way, so I wonder how long it will stick. When I was in fifth grade, we also were the grade that tried this out. The only difference that I see is that they said they did it because the students who

were really strong in subjects would pull the students that were not so strong in subjects up. This did not work and after my class and the one below me, they changed it back. I feel like sometimes in the education world, we do not always learn from our mistakes.

- ◆ Student: What is the teacher's role in the reading process?
- ◆ Teacher: Responsible to foster an enthusiasm for reading, to teach the skills of development of comprehension, and to give them high interest level reading material.
- ◆ Student's thoughts: I also feel like these are all things that teachers should do. I think that hardest part would be to give them a high interest level reading material. It will be very hard to have something that the students are reading that all will find interesting. I think this is where accelerated reading comes in. This gives them all time to practice their reading skills on material that they all like. I think accelerated reading program is a very good program.

- ◆ Student: How does a teacher assess a student's reading level?
- ◆ Teacher: Star Reading test, NWA which are both done on computers in the resource room. Also accelerated reading test scores.
- ◆ Student's thoughts: It seems like he does not really do much to see where students reading levels are at. More or less, most of it is done in the resource room by resource teachers. I am not sure if this is because these students are in the fifth grade, and by now teachers should know where their reading level is or if it is just the teacher

- ◆ Student: How does the teacher deal with underachievement?
- ◆ Teacher: Students that struggle a lot go to the resource room for help. The other students that just have a little trouble have a paraprofessional in the room with them to help them better understand. For these students, I also have to change my lesson plans. For example with spelling, I give them maybe 10 words instead of 20, a little bit of learning is better than nothing at all. Also where they sit, if a student is really struggling it might be better to have them by a high achieving student that can help them, or have them by themselves so they can concentrate better. This all depends on the student.
- ◆ Student's thoughts: I really agreed with most of the things that he said. It was really great for him to give me the spelling test example. I had never really thought of it that way, but once he said it, I completely agreed with him.